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ABSTRACT

The purpose of this report was to describe the first year of the implementation of a bilingual program consisting of three levels of instruction: preliterate, beginning, and intermediate. Students were placed in one of the three levels following state and district guidelines. The instruction implemented was designed to serve students with little or no English facility. In addition, it addressed the needs of those limited-English-proficient students with little or no formal schooling, a condition that resulted in a low level of academic achievement. The program that was used employed both English and Spanish as the medium of instruction. The present evaluation involved analysis of students' standardized tests data, a staff survey, a parent survey, a student survey, and class observations. The findings indicate that students in the program made significant progress in Math and Spanish Reading. At the end of the first year, English oral proficiency of students was at the Non-Speakers level. All participants in the program including students, teachers and parents, expressed satisfaction with all of the program components. Recommendations for improvements are discussed. (Contains two references.) (Author/CK)

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ED 384 226

RESEARCH

Report on Educational Programs

An Evaluation Report from the Department of Research and Evaluation

¡Adelante...con GANAS!: A Title VII Transitional Bilingual Program in Burbank Middle School 1993-94

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Executive Summary

¡Adelante...con GANAS!: A Title VII Transitional Bilingual Program in Burbank Middle School 1993-94

Program Description

In August 1993, the Houston Independent School District received from the Office of Bilingual and Minority Education at the U.S. Department of Education a three-years grant to implement a Title VII program. This transitional bilingual program was implemented at Burbank Middle School and was named *¡Adelante...con Ganas!*. The first-year grant totaled $175,000 with HISD's in-kind contribution totaling $189,69. The goal of this project was to implement a program for recent immigrant students to successfully progress through a linguistically and developmentally appropriate sequence of language and content skills in order to achieve the following:

- age and grade appropriate literacy,
- English language proficiency,
- grade level mastery in the content areas.

The instructional program was divided into three levels: the preliterate level, the beginning level and intermediate level. In the preliterate level, the project served students with limited literacy skills in the first language (Spanish). The program provided English as a Second Language (ESL) instruction as well as literacy and concept development and content in the first language. The ESL instruction was primarily oral, focusing on communication and vocabulary. Content instruction in the first language focused on basic content information and skills.

The beginning level developed oral English communication and vocabulary, while refining the vocabulary and grammar of the first language. Instruction in the academic areas continued concept development through the first language. The intermediate level addresses both oral and written skills in English. At the same time, first language instruction in the content areas gradually incorporated the English vocabulary of those content areas.

At the intermediate level, the program's bilingual content courses incorporated more English in order to commensurate instruction with growing English language proficiency. As a further transition toward the target language, ESL reading was substituted for Spanish reading.

In addition to the previously discussed instructional objectives, the Adelante program included staff training, and parental involvement objectives. Parent involvement included 6 school sponsored activities designed to enhance parents' knowledge about their children and the special challenge of adolescence.

The goal of this evaluation report was to describe the first-year implementation of the *¡Adelante...con Ganas!* project in Burbank Middle School during 1993-94 school year. The following research questions were addressed:

1. What were the demographic characteristics of the Limited English Proficient (LEP) students that were served by the program?
2. In what training activities did the program staff participate? How did the training help the program staff achieve their instructional goals? And, how can the training be improved?
3. What was the students' oral Spanish proficiency at the beginning of the first year of instruction as measured by the Language Assessment Scales (LAS) test?

4 What was the students' oral English proficiency at the end of the first year of instruction as measured by the LAS test?
5 What were the changes in the students' achievements in the content areas as measured by the Spanish Assessment of Basic Education (SABE) test during the first year of instruction in the Adelante program?
6. What was the mean attendance of the Adelante students and what was the difference in attendance rates between the Adelante group and the comparison group for 1993-94 school year?
7. What were the promotion rates of the Adelante students and what was the difference of promotion rates between the Adelante group and the comparison group for 1993-94 school year?
8. How were parents involved in the program and what were their perceptions of this involvement?
9. What were the students' perceptions of and reactions towards the program?
10. What were the perceived strengths of the *¡Adelante...con Ganas!* program?
11. What were the recommendations of program staff, students and parents, for improving the quality of the program implementation?

Findings

- The Adelante program served more than 120 students during the 1993-94 school year. Since the target population of the program included recent immigrants, about 40 of those students entered the program after it had been already started. Therefore, in order to evaluate the full instructional effects of the 1993-94 program, the participants in this program evaluation were only the 82 students who were enrolled in the *¡Adelante...con Ganas!* program for at least 135 instructional days.
- About seventy-five percent of the students in the program reported that their country of origin was in Latin America. Of those coming from Latin America, 78% or 49 were of Mexican origin followed by 20% or 15 students of Salvadoran descent. Only 8.5% of the Adelante program were originated in the United States. Although about 16% of the students did not report their country of origin, the program staff confirmed that most of them originated in Latin America. One hundred percent of the students who completed the Home Language survey indicated that their home language was Spanish.
- Forty-one percent of students in the program were classified as either Pre-Literate or Beginning ESL level, while 59% of the Adelante students were in the Intermediate ESL level. Based on this distribution and the additional students who entered the program after it had been started, five classes were formed: One 6th grade class that included all levels, two 7th grade classes (one for each instructional level) and two 8th grade classes (one for each instructional level).
- The staff training activities included 26 hours of comprehensive training, provided by the district and other local agencies known for their expertise in working with the target population. Training topics included but were not be limited to: native language instruction, teaching the preliterate student, ESL in the content area, interdisciplinary planning, cooperative learning, parental involvement, and multicultural awareness. In addition, members of the program staff participated individually in training sessions that correspond to their area of interest. For example, the program coordinator participated in a two-days workshop titled "Exploring options for LEP students through successful Title VII Projects", which was offered by Southwest Educational Development Laboratory/ Multilingual Resource Center on November 9-10, 1993. A math and science teacher participated in several content-related inservices (*"Mathematica Para La Familia"*, *"Math Enrichment and Extension for the Elementary"*, *"Rice University School of Mathematics Project"*, *"Brain Link"*-Baylor College of Medicine).
- Answers to the staff survey indicated that the training activities were very beneficial for attainment of the program goals. When asked about improvement in training activities, the program staff expressed the need to expand the training, by including more workshops that are targeted towards bilingual instruction for middle school students. Some staff members mentioned needs in specific content areas, such as computer training, technology education, in-depth training for bilingual aides.
- Oral Spanish proficiency of the Adelante students was measured by the Language Assessment Scales (LAS) II test at the beginning of the school year. The mean scale score of all students on the Spanish LAS was about 78. Based on the normative interpretation of the LAS II test, this suggests that on average, the students in the program were

Limited Spanish Speakers. The mean scale scores of each grade level were between 71 and 83 which is also in the Limited Spanish Speaker range.

- Oral English proficiency of the Adelante students was measured by the LAS II test at the end of the school year. The mean scale score of all students at the end of the first year of instruction was about 48. This suggest that on average the students in the program were Non-English Speakers according to the LAS test. The mean scale scores of each grade level were between 45 and 49 which is also in the Non-English Speaker range.
- Academic progress during the first year of instruction in the Adelante program was measured by the Spanish Assessment of Basic Education (SABE) test. The SABE test data for the Adelante students suggest that overall the students in Adelante Program made significant progress both in Reading and in Math. Specifically, students in the program made on average 3.9 NCE points progress or moved from the 32nd percentile to 39th percentile in Spanish reading proficiency, and in math students made 4.1 NCE points progress, or moved from the 29th percentile to the 36th percentile.
- The overall mean attendance of the Adelante students was at the 97% level which is also the target level for all students in the State of Texas. This means that on average, all the students in the program achieved the State goal for attendance. These results were corroborated when the Adelante students' attendance rates were compared to the attendance rates of the comparison group (middle school students with matched demographic characteristics in ESL program). That is, both the seventh and eighth graders had a higher attendance rates than their counterparts in the comparison group, while the sixth graders' mean attendance was below the rates of the students in the comparison group. However we need to note that, the only statistically significant difference was between the 99% attendance of the 8th graders in the Adelante program and the 96% attendance of their counterparts in the comparison group.
- The overall promotion rate of the Adelante students was 94%. One hundred percent of the Adelante students in grade six were promoted, while 91% of the seventh graders and 92% of the eighth graders were promoted. The Adelante group had on average a higher promotion rate than the comparison group. The Adelante sixth graders outperformed their counterparts in the comparison group by seven percent, while the seventh and eight graders in Adelante program outperformed their counterparts by 5% and 1% respectively.
- The primary mechanism for parent involvement was the 6 parent involvement meetings that were conducted throughout the school year. Compared to other parents' involvement meetings at the same school, the Adelante parents' meetings were well attended. About 33% of the parents attended at least one meeting (except for the fifth meeting). The answers to the parents' survey indicated that parents were very satisfied with the meetings. The parents indicated four main areas of learning that took place in the meetings: parents' responsibility for their child's education, how to help my child to learn, report on my child at school, and, youth and adolescent risk areas.
- Teachers indicated that in addition to parents' involvement meetings, parents were invited and came to their child's class to participate in instructional activities. Specifically, parents helped in tutoring and preparing instructional materials for their children's classes. Parents also escorted classes on field trips that were conducted throughout the year. Parents helped in the preparation for Cinco de Mayo activities and for 8th grade graduation celebrations. Generally, there was an agreement among teachers that the program staff could increase its efforts to get parents' more involved in the program. Specific ideas that were mentioned included: offer technical education to parents, Improve the communication system with parents, invite parents to help in 'hall monitoring', initiate the program *"Mathematica Para La Familia"* for parents, invite more parents to tutor program students, and, start the parent involvement meetings earlier in the school year.
- On the students' survey, the students reported a high degree of satisfaction with their school and with their teachers. Students indicated that their teachers expected them to work hard and felt that their teachers helped them do their best. The students also reported a very high degree of agreement with the statement "I feel that I made a lot of progress in my studies since the beginning

of the year". However, students felt that they still need more help from their teachers to improve their grades. The relatively low degree of agreement with the statement "My teachers think that I am important" also suggest that students expect more support from their teachers. Students reported a high degree of satisfaction with Spanish instruction. In accordance with that, students were somewhat reluctant to move to all English instruction. In relation to social network of students, it was found as expected, that most of the students' friends were from their class. About 40 students made some comment on the open part of the survey. Most of the comments expressed high satisfaction with the program.

- The parents' survey also indicated a high degree of satisfaction with the program. Specifically, parents believed that: their children enjoyed going to school, teachers had high expectations for the students, teachers helped the children advance in their studies and the children learned a great deal in school.
- Based on the answers to the staff surveys and interviews and the school principal interview, three general areas of program strength were identified: the external support, the learning context and the social-emotional context. The strong external support was based on several sources. The first major source of support was the Title VII grant money awarded to the district by the office of Bilingual Education and Minority Affairs in the U.S. Department of Education. The grant money was used to hire qualified staff, buy appropriate instructional materials, and conduct staff training. The Houston Independent School District provided the program with computer software, laser disk players and materials, lab materials and supplies, and staff training. There was a feeling among staff members that the district administration and the school staff had a strong motivation to provide any help that was needed. The data suggested that the learning context which was designed by the project coordinator and implemented by the program teachers, content resource specialists, and aides, was a major contributor to the initial success of the program. The learning context included: highly qualified and trained teachers, program coordinator and teachers' aides, a well designed instructional program, adequate and appropriate instructional materials, and an organized, clean, and quite teaching environments. The data also indicated that the program staff led by the project coordinator were successful in creating a social emotional context that was conducive to effective learning. According to staff comments, students felt: secured in a community environment, not isolated and/or alienated from the school as a whole, and that they could always find someone who would listen to them.
- Staff recommendations for program improvements focused on the following areas: increase program publicity, expand students recruitment, provide student transportation, improve tutorial instruction for mid-year entries into the program, expand computer use in Spanish, increase the number of field trips, strengthen students' discipline by increased parents' involvement, and, increase integration of the program to the whole school. Students suggested improvements in several areas: use more computers, offer more art classes, teach more English, be more strict with students, and, improve student-parent communication.

Recommendations

1. Results of the LAS test suggest that the English oral proficiency of most students in the program was at the Non-English Speakers level. Therefore, the ESL instructional effort should be continued and intensified.

2. The budget for 1993-94 school year was approved in late August, 1993. The budget for the next two years of implementation should be approved as early as possible so that the summer institute for the Adelante teachers can be offered during the Summer and enable the purchase of instructional material before the school year starts.

3. Only one in every three parents attended at least one parent involvement meeting. The program staff should implement their own ideas and the ideas suggested by parents that will lead to increased parent involvement in the program. Some of theses suggestions include: offer technical education to parents, improve the communication system with parents, invite parents to help in 'hall monitoring', initiate the program *"Mathematica Para La Familia"*, invite more parents to tutor program students, start the parent involvement meetings earlier next year, and, schedule the

meetings at more convenient time for parents.

4. Many important ideas and recommendations were compiled from the parents, students and the staff survey. These suggestions for improvement are detailed in the results section of this evaluation. The program staff should review these suggestions and implement those that have the potential to increase the effectiveness of the ¡Adelante...con Ganas! program.

¡Adelante...con GANAS!: A Title VII Transitional Bilingual Program in Burbank Middle School 1993-94

The purpose of this report was to describe first year of the implementation of the !Adelante...con Ganas! project, a three-year Title VII grant for bilingual program in Burbank Middle School in the Houston Independent School District. The program consisted of three levels of bilingual instruction: Preliterate, Beginning, and Intermediate. Students were placed in one of the three levels following state and district guidelines. The instruction implemented in this program was designed to serve students with little or no English facility. In addition, it addressed the needs of those Limited English Proficient (LEP) students with little or no formal schooling, a condition that resulted in a low level of academic achievement. The Transitional Bilingual Program that was used, employed both English and Spanish as the medium of instruction. The present evaluation involved analysis of students' standardized tests data, a staff survey, a parent survey, a student survey and class observations. The findings indicate that students in the program made significant progress in Math and Spanish Reading. At the end of the first year, English oral proficiency of students was at the Non-Speakers level. All participants in the program including students, teachers and parents, were very satisfied with all of the program components. Recommendations for improvements are discussed.

Introduction

The Houston Independent School District (HISD) received from the office of Bilingual and Minority Education at the U.S. Department of Education, a three-years grant for implementing a Title VII program starting in August 1993. The first-year grant totaled $175,000 and HISD's in-kind contribution totaled $189,691 for the 1993-94 school year. Program objectives included instructional, training, and parental involvement objectives and were based on needs of LEP students at Burbank Middle School who have been identified as meeting the criteria for eligibility and who have never been served under Title VII. New students who met the eligibility criteria were allowed to participate as they enrolled.

Description of Project Context

Approximately 11 percent of the 1991-92 HISD student population was born outside of the United States. Almost 85 percent of these students originated from Spanish speaking countries. Approximately one third of these students were recent immigrants who have been attending a U.S. school for less than three years.

At Burbank Middle School, the number of recent arrivals who originated in Spanish speaking countries has been rising rapidly. In the 1991-92 school year, there were over 400 LEP students enrolled out of a school population of 1560. Eighty-six of those LEP students (approximately 6 percent of the school population) were recent arrivals. In August, 1993, one hundred recent arrivals having little or no English skills were identified as most in need of specialized instruction.

In a further effort to accommodate similar LEP students in neighboring middle schools without a specialized program, Burbank has been accepting transfer students into the Adelante program on a need/space availability basis. A number of area

middle schools have shown considerable interest in the project and several LEP students have already transferred into the program.

Criteria for Student Enrollment

The target population that project *¡Adelante ... con Ganas!* served was monolingual Spanish speaking middle school students who have arrived in the district during the last two years. They have been identified as Limited English Proficient (LEP) by the school's Language Proficiency Assessment Committee (LPAC) according to state and district guidelines.

The students identified as most in need of specialized instruction were recent arrivals to Burbank having few or no English skills. Some students entering the project had 3 years or less of formal previous schooling. These students were non-literate or semi-literate in their native language and were classified in the District as preliterate or "low-schooled". Instruction for these recent arrivals included survival skills for coping with the American school system, basic literacy skills, and an introduction to oral/aural communication in English.

Project Goals and Objectives

Program Goal

The overall goal of this program was for students to successfully progress through a linguistically and developmentally appropriate sequence of language and content skills and move into the district's traditional Advanced ESL program.

Instructional Objectives

Project Adelante was designed to meet the following instructional objectives:

1. Students entering the program at the preliterate level and successfully progressing through the intermediate level will demonstrate literacy as measured by one or more of the following:
   - Portfolio Assessments;
   - Anecdotal Records/Teachers' Survey;
   - Standardized Achievement Tests (SABE).
2. Project students will demonstrate oral English proficiency at Level 3 of the English LAS test by the end of their intermediate year.
3. Project students, who enter at a given ESL level, will progress through higher subsequent levels as they master the state ESL and grade Essential Elements as measured by:
   - teacher check lists;
   - project progress reports;
   - LPAC review.
4. Seventy percent of students who participate in the project at least two years and complete the intermediate level will continue into high school as indicated by:
   - student survey;
   - High School 4 year plan;
   - 9th grade course selection sheets.

Training Objective

Project staff will participate in a minimum of 40 hours of comprehensive training, provided by the district and other local agencies known for their expertise in working with the target population. Training topics will include but not be limited to:

- Native Language Instruction;
- Teaching the Preliterate student;
- ESL in the Content Area;
- Interdisciplinary Planning;
- Cooperative Learning;
- Parental Involvement;
- Multicultural Awareness.

Parent Involvement Objective

Parents of the project students will participate in at least 3 school sponsored activities designed to enhance student self-esteem.

Project Implementation

Students who entered the *¡Adelante ... con Ganas!* project in August 1993 and remained at the project site throughout the 1993-94 school year received ten full months of instructional services. Those students who came to the project school after the beginning of the school year or moved away before the end of the school year, received instructional services for the entire time they were enrolled in the project school. The only exception was one student who was moved to an Exceptional Education program in order to more appropriately address his special needs. Each day, the project students received six class periods of instruction from project teachers and one class period of Physical Education with non-project teachers in a mainstream setting (See Figure 1).

Instructional Program

The instructional program was divided into three levels: the preliterate, the beginning, and intermediate. The program instructional components are depicted in **Figure 1**. In the preliterate levels, the project

served students with limited literacy skills in the first language. For the preliterate students the program provided ESL instruction as well as literacy and concept development and content in the first language. ESL instruction was primarily oral, focusing on communication and vocabulary. Content instruction in the first language focused on basic content information and skills.

In the beginning and intermediate levels, the program was designed to serve the needs of students with higher levels of native language literacy and academic skills. The beginning levels developed oral English communication and vocabulary, while refining the vocabulary and grammar of the first language. Instruction in the academic area continued concept development through the first language. The intermediate level addressed both oral and written skills in English. At the same time, first language instruction in the content areas gradually incorporated the English vocabulary of those content areas.

Project students participated in the following courses:

Spanish Language Arts,
Spanish Reading,
Bilingual Math, Science, and Social Studies,
English as a Second Language, and
Physical Education.

English as a Second Language (ESL) and ESL Reading addressed the need for basic English Language Arts instruction. These courses provided the LEP student with systematic and sequential instruction of English language skills. The focus was on communicative competency, grammar, speaking, writing, composition and the structure of the language.

Students at the preliterate and beginning levels worked to develop oral communication and vocabulary. At these levels, reading and writing activities were primarily structured and controlled. Students in the intermediate level used an equal amount of time for written and oral skills. Students at all levels were encouraged to interact with one another in order to practice their English skills and gain confidence in their abilities. Activities were created to ensure this interaction.

Spanish Language Arts is the counterpart to ESL. In this class, the students' Spanish literacy skills are developed in order to provide them with the tools to enhance their cognitive skills as the base for second language transfer. The learning focuses on developing and strengthening the students' home language and incorporates many of the same strategies used in ESL and English Language Arts. In the Spanish Reading class, the emphasis was literacy. The student was exposed to a print rich environment with a variety of literature and other reading materials available in Spanish such as newspapers and magazines. Those students whose formal schooling has been interrupted or completely lacking were the focus of special literacy instruction in the Spanish Language Arts, Spanish reading and ESL classes.

The preliterate and beginning levels content area courses were primarily taught using Spanish although English was gradually incorporated. This provided students the opportunity to acquire new concepts in Mathematics, Social Studies, and Science in their

Figure 1: Instructional Program

Preliterate Level		Beginning Level		Intermediate Level	
Subject	**Class period***	**Subject**	**Class period**	**Subject**	**Class period**
Preliterate ESL	1	Beginning ESL	1	Intermediate ESL	1
Span. Reading/ Literacy	1	Span. Reading	1	ESL Reading	1
Spanish Language/Arts	1	Spanish Language/Arts	1	Spanish Lang./Arts	1
Bilingual Math	1	Bilingual Math	1	Bilingual Math	1
Bilingual Science	1	Bilingual Science	1	Bilingual Science	1
Bilingual Social Studies	1	Bilingual Social Studies	1	Bilingual Social Studies	1
Physical Education **	1	Physical Education**	1	Physical Education**	1

* Each Class Period-45 Minutes
** All English instruction. Students are mainstreamed, but the PE teacher was trained in ESL methodology

native language while developing proficiency in the English language.

In the intermediate level courses, the instruction gradually increased basic English use, which the students understood. As the year progressed and the students became more proficient with the language, the amount of context embedded material was reduced. Even when the instruction was in English, the teacher used the native language for comprehension checks, clarification, positive reinforcement, and individual tutoring. In addition, students were involved in cooperative project work in Spanish to generate, evaluate and solve problems illustrating concepts learned.

Physical Education was taught in English. The identified instructor was a certified PE teacher who received some additional multicultural/ESL training provided by the school and this project in order to become aware of the learning needs of the LEP student. During P.E. class, students were mainstreamed and interacted with their peer group in the language they choose.

Instructional Times for all grade and ESL levels

The instructional program was divided into three levels: The preliterate level, the beginning level and the intermediate level. The instructional time was divided equally among subjects for all grade and ESL levels as **Figure 1** indicates.

Training of Program Staff

Although a Summer Institute was planned it was not implemented in the Summer of 1993 as approval for the project was received in late August, 1993. Rather than providing a summer institute the staff training and development for all project personnel was ongoing throughout the school year. Project teachers were encouraged and supported by the project to attend workshops and conferences which addressed appropriate topics. All project teachers participated in at least 33 hours of comprehensive training provided by the District and other local and national agencies known for their expertise in working with the target population. Training included the following topics:

Native Language Instruction
Teaching the Preliterate student
ESL in the Content Area
Interdisciplinary Planning
Cooperative Learning
Parental Involvement
Multicultural Awareness

A Summer Institute is being planned for 1994. This training is being specifically designed for project teachers in conjunction with the Southwest Educational Development Laboratories (SEDL). The institute topics will include:

Native Language Instruction
ESL in the Content Area
Interdisciplinary Planning
Cooperative Learning
Parental Involvement
Multicultural Awareness

Other Program Elements

The teachers for this program had classrooms in close proximity to each other wherever possible. This configuration increased teacher dialogue and provided opportunities for interdisciplinary planning. Furthermore, thematic units across the curriculum were used instead of trying to address each subject separately. For example, when studying the history of Texas in social studies, the topic was also integrated into the readings of the Spanish and ESL classes.

The thematic units used were both participatory and cooperative. Instructional strategies emphasized small group interaction, heterogeneous grouping, and active, informal learning activities that required a high degree of interaction. This approach enabled students to take an active part in their own learning while they explored a theme in depth.

The core group of project teachers collaborated as an interdisciplinary team working together to plan, develop, and implement integrated lessons. In addition, the teachers had worked with non-project History, Art and Music teachers to incorporate mainstream students into the interdisciplinary units. This cooperative atmosphere provided additional opportunities for project students to interact with mainstream students while working on cooperative subjects.

In addition to Burbank's in-house computer writing lab (COMPAQ computers), the District's Multilingual Department provided a bilingual computer lab at the project site. This bilingual computer lab consisted of five MAC LCII computers and an Imagewriter printer. These computers were incorporated into the project and became a vital component in all areas of the instructional program. Project students received instruction in basic computer skills and in the use of a

word processing program for students. Utilizing word processing capabilities, project students were able to enhance their writing skills both in English and Spanish as they published their work.

Field trips into the community were especially valuable to students with limited educational experiences. The trips allowed for the development of cultural orientation and survival skills. Such activities were included in order to provide a basis for an accentuated range of language activities. In addition, students were able to share with their non-English speaking parents information about important educational community resources. Four very successful field trips took place in which the students were able to receive real life practice while moving about in the community. These excursions included a simulated tropical forest, local historical sites, zoological gardens, and the museum of natural science.

Materials Used in the Program

Since mainstream all-English textbooks which were designed for monolingual English speakers were used, the level instructional level of the target language employed (English) was inappropriate for use with LEP students. Therefore, the project teachers had identified, and purchased with project funds, native language texts and materials in all subject areas that present key concepts. Because the students had such widely varying levels of literacy, project teachers worked collaboratively to review and select age-appropriate materials that encompassed all levels of ability. Written in the student's native language, these materials promoted cognitive growth and academic success in the first language. Skills and concepts were then transferred to the students' second and developing language, English. **Appendix A** details the major textbooks that were used in the project

Project Information and Experience Dissemination

Curriculum materials and lessons developed by the project teachers are currently being compiled, organized and will be made available to non-project schools at the end of Summer 1994. Training for ESL and content teachers has been opened to other middle schools in the District in an effort to expand the delivery of Bilingual instruction to similar populations in non-project schools.

Pre-referral Evaluation Procedures

Gifted & Talented Procedure. The gifted and talented identification process consisted of two distinct stages. In the first stage, a talent pool is identified through population assessment and nomination by teachers. The second phase involved compiling and processing student information. In this and late phases of the identification process, both objective and subjective standards are used in considering students for the program. A pool of students to be considered may be obtained form both past performances and nominations.

In this Title VII project, four students have been monitored for future consideration by gifted/talented programs. High achievement in both English LAS and SABE scores were used for monitoring these students. Class grades and teacher observations and recommendations are also considered. Before this project's inception, LEP students were rarely monitored or considered for the Gifted & Talented program.

Special Education Procedures (Exceptional Education). Pre-referral procedures for Exceptional Education begin with parent and teacher observations at home and in the classroom. When problems are observed, a number of factors are then considered (language, mental, emotional, and achievement level). These observations are then reported to the Child Study Department and the referral process is begun.

In the Title VII project, one student was observed to have serious emotional and behavioral problems. Because he was in a setting where teachers could observe him in his native language and communicate freely with his mother, his disabilities were quickly identified. Furthermore, the project teachers were able to act as liaisons between the student's mother and the school referral committee. In a regular all-English program, this student's problems could have gone unidentified for either a year or two or until he had learned enough English to make himself understood.

Staff Qualifications

Project Teacher/Coordinator. The project teacher/coordinator taught Spanish Language Arts in the project and coordinated, in collaboration with the Director of Bilingual Programs and Burbank Middle School's principal, the implementation and operation of this project. The project coordinator has seventeen years experience in H.I.S.D. as a teacher and bilingual consultant. She is certified in English and Span-

ish and holds a masters degree in Applied English Linguistics. She is currently a doctoral candidate at the University of Houston in the field of ESL and Bilingual Education. She has been the ESL coordinator at Burbank Middle School since 1987 and is knowledgeable and well versed in the instructional needs of LEP students.

School Principal. The Burbank Middle School Principal has been with H.I.S.D. over 16 years. She has considerable experience in managing schools with large Hispanic populations and has worked closely with the Hispanic community. The principal provided instructional leadership and management for both the students and teachers of this project. She also worked with parents, students, and teachers to promote the success of this project.

Director of Instruction for Multilingual Programs. The Director of Instruction for Multilingual Programs has been an administrator in Houston's Bilingual programs for over twelve years, and has developed bilingual and ESL programs at the elementary, middle, and high school levels. She is well versed in the identification, placement and overall instruction of LEP students, and has a strong desire to promote bilingual programs at the secondary levels. She also participates in the recruitment and training of ESL and bilingual teachers. The Director of Instruction for Multilingual Programs with the Teacher/Coordinator and the school Principal coordinated the implementation and operation of this program.

Project Teachers and Content Resource Specialists. In the state of Texas, teachers may be certified in bilingual education for grades Pre-K through 6 only. Project Adelante included two H.I.S.D. teachers certified in bilingual education for the sixth grade, who are not normally placed at the middle school level. One teacher had the beginning level sixth grade students while the other teacher had the intermediate level sixth grade students. These teachers provided instruction in all areas described above except Physical Education.

In the seventh and eighth grade, all teachers and content resource specialists were bilingual. They were also certified in their content area. The ESL teacher had an ESL endorsement with extensive education in linguistics and ESL methodology. Spanish Language Arts and Spanish reading requires a teacher to be certified in Language Arts, as well as fluent in Spanish. The teacher has a native level Spanish language skills as well as a knowledge and genuine appreciation of the Hispanic culture. The math, science, and social studies resource specialists were certified in their content area and are fluent Spanish speakers.

All of the project teachers had at least a Bachelor's degree with the appropriate Texas Teacher Certifications and endorsements. In addition, with the exception of the ESL teacher, all are bilingual in Spanish and English and have passed the appropriate test of Spanish language skills.

Bilingual Instructional Teacher Aides. The two bilingual instructional teacher aides were vital members of the project team. They are fluent in Spanish and English. In addition they were to required to pass aptitude and bilingual tests.

The function of these instructional aides included the following tasks:

1. Tutoring project students.
2. Assisting project students who enroll later in the year
3. Translating:
   between students and teachers;
   between teachers and parents;
   between students or parents and office staff.
4. Making telephone calls:
   to parents to check on excessive absences;
   to schedule teacher/parents conferences;
   to invite parents to attend a school activity.

The aides also assisted with maintaining and updating LEP records for project students.

Research and Evaluation Specialist. The research and evaluation specialist designed the program evaluation, compiled and analyzed data, and wrote the end of year evaluation report on the *¡Adelante con ...Ganas!* program. The research and evaluation specialist holds a Ph.D. in Organizational Psychology and has seven years of research, training and development experience in various organizations. For the last two years he has been working in the Research and Evaluation department within Houston Independent School District where he has been responsible for the evaluation of Multilingual programs in the district.

Parental Involvement

Parental involvement was a critical factor in forming a positive link between the school and home in support of the student. Involving parents in meaningful school activities provides that link. For this reason parents were invited regularly to attend classroom presentations of student projects and oral reports as well as to other activities such as field trips. A number

of parents accompanied the classes on the four field trips taken this year.

In an attempt to discuss a number of special problems encountered in the school, the project sponsored a special meeting in December exclusively for project parents. This meeting was so successful and well received that the teachers and parents agreed to meet monthly when ever possible. The project parents and teachers met four additional times covering subjects such as: a) study skills, b) community resources, and c) planning high school studies. The final meeting in May covered available summer activities. At this final meeting, students presented a play that they had written and produced. These monthly parent meetings deemed to be were very successful and will be continued in the 1994-95 school year.

Evaluation Goal and Research Questions

The goal of this evaluation report was to describe the implementation of the *!Adelante...con Ganas!* project in Burbank middle school during 1993-94 school year. The following research questions were addressed:

1. What were the demographic characteristics of the LEP students that were served by the program?
2. In what training activities did the program staff participate? How did the training helped the program staff achieve their instructional goals? And, how the training can be improved?
3. What was the students' oral Spanish proficiency at the beginning of the first year of instruction as measured by the LAS test?
4 What was the students' oral English proficiency at the end of the first year of instruction as measured by the LAS test?
5 What were the changes in the students' achievements in the content areas as measured by the SABE test during the first year of instruction in the Adelante program?
6. What was the mean attendance of the Adelante students and what was the difference in attendance rates between the Adelante group and the comparison group for 1993-94 school year?
7. What was the promotion rate of the Adelante students and what was the difference of promotion rates between the Adelante group and the comparison group for 1993-94 school year?
8. How were parents involved in the program and what were their perceptions of this involvement?
9. What were the students' perceptions of and reactions towards the program?
10. What were the perceived strengths of the Adelante con Ganas program?
11. What were the recommendations of program staff, students and parents, for improving the quality of the program implementation?

Method

Participants

The Adelante program served more than 120 students during the 1993-94 school year. Since the target population of the program included recent immigrants, about 40 of those students entered the program after it had been already started. Therefore, in order to evaluate the full effects of the program, the participants in this program evaluation were only the 82 students that were enrolled in the Adelante program for at least 135 instructional days. The other participants in this evaluation were: the students' parents, the program staff-teachers (n=6), bilingual teacher aides (n=2), the project coordinator, the school principal, and the Bilingual and ESL programs director at the Multilingual and Accelerated Instruction Department.

In order to adequately assess the effects of the Adelante program on students' performance, a control/comparison group had to be formed in the first year of implementation. The identification of students for the comparison group was performed by matching the following variables: Ethnicity-Hispanic, LEP status-identified as LEP and served by bilingual or ESL certified teachers, Program Placement–ESL. In addition, computerized matching of the Adelante students with a comparison group was performed with respect to the following variables: ESL Level, and Original Date of Entry to the program. Based on these matching variables 159 students were identified as a control/comparison group.

Evaluation Design and Data Collection Procedures

In order to document and analyze the Adelante program's success during its first year of implementation, and provide a base line for the next two years of implementation, a comprehensive evaluation design was used. This evaluation design is based on analysis of several data sources that are summarized in **Table 1**.

1. Oral Language Proficiency in Spanish was

Table 1: End of First Year Evaluation: Data Collection and Analysis Framework

Domains/Outcomes/Goal Areas	Instruments	Statistical Analysis	Content Analysis
1. English/Spanish Oral Language Proficiency:	LAS II (Spanish & English versions)	Descriptive Statistics	N/A
2. Students Perceptions	Student Survey	Descriptive Statistics	Yes
3. Project Staff Perceptions	Surveys/Interviews	N/A	Yes
4. Parental Involvement Assessment	Parent Survey Sign-in Forms	Descriptive Statistics	Yes
5. Ethnographic Observations	Notes	N/A	Yes
6. Baseline Data on Project group and Comparison/Control group	Promotion Attendance	Descriptive Statistics	N/A

measured by LAS II-Spanish (for technical information see next section) as the students entered the program. Oral Language Proficiency in English was measured by LAS II-English (for technical information see next section) in the end of the school year. These measurements provided for two evaluation goals. The first was measuring the progress students at the program have made on English oral proficiency. The second goal was to measure the progress students have made in Spanish oral language proficiency. In this first year evaluation report, the oral language proficiency test scores reported serve only as the baseline for the next two years of implementation and evaluation.

2. Students' perceptions of the quality of the program and their feedback on needed improvements was elicited through the students' survey, written in Spanish, which included both open and closed questions (see Appendix B). The students' survey was conducted during the last month of the school year. The response rate for the students' survey was about 95%.

3. Project Staff Perceptions of the quality of the program and their feedback on needed improvements was elicited through staff survey that included only open questions (see Appendix C). Following the survey, each staff member including the program coordinator and the school principal were individually interviewed. The staff survey and interviews were conducted at the end of the spring semester. The response rate for the staff survey was 100%.

4. Parental Involvement Assessment was conducted by means of the program sign-in forms and the parents' surveys. Parents' perceptions of the quality of the parents' involvement meetings and their feedback on needed improvements was elicited through the parents' survey written in Spanish, which included both open and closed questions (see Appendix D). The parents' survey was conducted during the last parents' involvement meeting of the school year. In addition, surveys were sent to parents who did not attend the last parent program. The response rate for the parents' survey was about 44%.

5. Ethnographic Observations were conducted by the research specialist in the six bilingual and ESL classes that participated in the Title VII program. The observations were conducted both in the Fall and the Spring semesters.

6. Baseline Data on Project Group and Comparison/Comparison group for the first year of implementation was measured on two dimensions by the following measurements: Promotion/Dropout–data from the District Students' Masterfile, and, Attendance–data from the District Students' Masterfile. For the next two years of implementation data, English Oral Language proficiency of the comparison group will be added. In the third year of implementation the Adelante and the Comparison groups will be tested with the Texas Assessment of Academic Skills test.

Reliability and objectivity of the methods used to identify needs and to assess students performance

In 1979, Houston ISD implemented an official identification process to identify LEP students. Since then the State of Texas has required that an English written achievement test and an oral language proficiency test be included in the identification process. The following tests are used in the Houston ISD for identification and placement into the project as-well-as for assessment of student achievement.

Language Assessment Scales II (LAS II). For the identification of LEP students eligible for this program and for assessment of linguistic improve-

ment, the oral Language Assessment Scales Level II (LAS) for grades 6 and up, both in English and Spanish were administered. The LAS II tests provide an overall picture of oral linguistic proficiency based on a student's performance across four linguistic subsystems. Neither is a translated test but rather both are two totally independent tests, each based on the same analysis of four language subsystems. The validity and reliability of the tests have been well-established since 1976 (see De Avila & Duncan, 1981).

Spanish Assessment of Basic Skills (SABE). To assess native language proficiency and literacy, the SABE was administered. This test is a series of norm-referenced tests for grades one through eight. It was designed to measure achievement in the basic skills according to state and district curricula and is used with students who receive instruction in Spanish. It assesses achievement in areas such as reading comprehension, language use, math computation and math concepts. Assessment data provided by the test include grade equivalency, stanines and national percentiles. Since the SABE combines characteristics of norm-referenced as well as criterion-referenced tests, it provides extensive information about the instructional needs of students. The validity and reliability of the tests have been well-established since 1988 (see SABE Technical Report, 1988).

Texas Assessment of Academic Skills (TAAS). The state-wide criterion-referenced Texas Assessment of Academic Skills (TAAS) tests, was first administered to Texas students in October of the 1990-91 school year. Starting in 1993-94 school year Texas students were tested with TAAS in grades three through eight and exit level (grade 10). TAAS measures student mastery of the essential elements contained in the State Board of Education Rules for Curriculum in several basic areas: mathematics, reading, writing, science and social studies. Other than the written composition, a multiple-choice format is used. The Spanish version administered only in grade 3 does not include a written composition. Test content derives from material that should have been mastered in the previous grade. Students must demonstrate mastery of all exit level subtests in order to receive a high school diploma. The exit level tests are administered three times during the eleventh grade and three times during the twelfth grade years.

Data Analysis

The STATVIEW software package was used to perform the statistical analysis on the SABE scores and English LAS scores. It was also used to produce frequency distributions responses to the staff, student, and the parent surveys. The EXCEL software package was used to summarize data from the three questionnaires. Content analysis was employed to summarize and extract patterns of responses to the open questions on the surveys, the observations and the interviews. SPSS was used to match the comparison group to the Adelante group and also to produce descriptive statistics for both groups.

Results

What were the demographic characteristics of the LEP students that were served by the program?

Table 2 presents the distribution of students by grade level and by gender.

Table 2: Distribution of Students by Grade Level and by Gender

	Female		Male		Total
Grades	Number	Percent	Number	Percent	
6th	8	34.8%	15	65.2%	23
7th	16	48.5%	17	51.5%	33
8th	15	57.7%	11	42.3%	26
Total	**39**	**47.6%**	**43**	**52.4%**	**82**

The results in Table 2 indicate that the number of males and female student in the program were almost equal. However, in the sixth grade there were more males than females and in the eighth grade there were more females than males.

Table 3 presents the number of students in the program by country of origin.

Table 3: Distribution of Students by Country of Origin

Country of Origin	Number	Percent
El-Salvador	12	14.6%
Honduras	1	1.2%
Mexico	49	59.8%
USA	7	8.5%
Missing	13	15.9%
Total	**82**	**100.0%**

As can be seen from Table 3, about seventy-five percent of the students in the program reported that their country of origin was in Latin America. Of those

coming from Latin America, 78% or 49 were of Mexican origin followed by 15% or 12 students of Salvadoran descent. Only 8.5% were originated in the United States. Although about 16% of the students did not report their country of origin, the program staff confirmed that most of them originated in Latin America. One hundred percent of the students who completed the Home Language survey indicated that their home language was Spanish.

Based on students' LAS scores both in Spanish and English, and the students' SABE scores, the Language Proficiency Assessment Committee (LPAC) assigned the incoming students to different instructional levels. **Table 4** presents the distribution of students in the program by ESL instructional levels and by grades.

Table 4: Distribution of Students by ESL Instructional Levels and by Grades.

	Preliterate & Beginning		Intermediate	
Grades	Number	Percent	Number	Percent
6th	13	56%	10	44%
7th	12	36%	21	64%
8th	9	35%	17	65%
Total	**34**	**41%**	**48**	**59%**

The results in Table 4 indicate that 41% of students in the program were classified as either Pre-Literate or Beginning ESL level, while 59% percent of the Adelante students were in the Intermediate ESL level. Based on this distribution and the additional students who entered the program after it had been started, five classes were formed: One 6th grade class that included all levels, two 7th grade classes (one for each instructional level) and two 8th grade classes (one for each instructional level).

In what training activities did the program staff participate? How did the training help the program staff achieve their instructional goals? And, how can the training be improved?

Table 5 details the training activities in which the program staff took part before and during the 1993-94 school year. In addition to the training activities listed in Table 5, members of the program staff participated individually in training sessions that correspond to their area of interest. For example, the program coordinator participated in a two-days workshop titled "Exploring options for LEP students through successful Title VII Projects" which was offered by Southwest Educational Development Laboratory/ Multilingual Resource Center on November 9-10, 1993. A math and science teacher participated in several content-related inservices: *"Mathematica Para La Familia", "Math Enrichment and Extension for the Elementary", "Rice University School of Mathematics Project", and "Brain Link"*-Baylor College of Medicine.

Answers to the staff survey indicated that the training activities were very beneficial for attainment of the program goals. Several quotes from the staff answers exemplify the contribution of the training:

"The training helped to identify and implement strategies appropriate for preliterate LEP students as well as how to implement a bilingual program at the secondary level. Since secondary teachers are not familiar with bilingual strategies the training was extremely important in learning how to incorporate English into a bilingual program".

"It helped me to better understand the program. Also, I (better) understand the students needs and make me aware of the students' background, so I could help them attain the objectives of the program".

Table 5: Training Activities for the Adelante Staff.

	Subject	Presenter	Date	Time	# Participants
1.	Curriculum/Materials	Ms. Velasquez	8/18/93	6 Hours	9
2.	ESL strategies for Preliterate students	Dr. Jackson	10/11/93	3 Hours	9
3.	ESL in the content Area	Dr. Jackson	10/11/93	3 Hours	9
4.	ESL: English beyond the social language-ESL in CA.	Dr. Andrea Bemudez	10/23/93	6 Hours	3
5.	Portfolio Assessment	Ms. Ann Arena	11/15/93	3 Hours	9
6.	Interdisciplinary Planning	Mr. Robert Stockwill	11/15/93	3 Hours	9
7.	Issues/Strategies in teaching content based ESL.	Dr. Lily Wong Filmore.	1/8/94	3 Hours	7

"..Teaching me how to perform the (with) class, how to overcome the problems with the students. Not only in the teaching field but also in discipline. I have learned a lot about bilingual education. All of that in favor of our students. Getting a good understanding of the process of education".

When asked about improvement in training activities, the program staff expressed the need to expand the training, by including more workshops that are targeted towards bilingual instruction for middle school students. Some staff members mentioned needs in specific content areas such as computer training, technology education, and in-depth training for bilingual aides.

What was the students' oral Spanish proficiency at the beginning of the first year of instruction as measured by the LAS test?

Upon entering the Adelante program the oral proficiency of the students' first language (Spanish), was measured by the LAS test. **Table 6** presents the students' LAS scale scores on the Spanish oral proficiency test disagregated by grade level.

Table 6: Spanish LAS scale scores by Grade

Grade	Number of students	Mean Score	Standard Deviation
6	23	71.42	7.98
7	33	78.07	9.08
8	25*	82.60	6.09
Total	81	77.58	8.97

* One 8th grader was not tested.

As can be seen in Table 6 the mean scale score of all students on the Spanish LAS was about 78. According to the normative interpretation of LAS Scores and cutoff levels (see De Avila & Duncan, 1981), this suggests that on average, the students in the program were Limited Spanish Speakers. The mean scale scores of each grade level were between 71 and 83 which is in the Limited Spanish Speaker range. However, in order to get a more detailed picture of the level of Spanish proficiency of students in the program we need to look at the distribution of Spanish proficiency levels within each grade level. **Table 7** presents the distribution of Spanish LAS levels (based on scale scores) by grade.

Table 7: Distribution of Number of Students by Spanish LAS Levels and by Grade

LAS Levels	Level 1	Level 2	Level 3	Level 4	
Language Categories	Non-Spanish Speaker		Limited Spanish Speaker	Fluent Spanish Speaker	
Grade					Total
6	1	12	10	0	23
7	1	6	20	6	33
8	0	1	15	9	25*
Total	2	19	45	15	81

* One 8th grader was not tested.

The distribution of students' Spanish LAS levels suggest that 2.5% or 2 of the students in the program were at Spanish LAS level 1, about 23% or 19 of the students were at level 2, 55% or 45 of the student were at level 3, and 18% or 15 of the students were at level 4. When we examine the within grade level distribution of LAS levels, we notice that in the sixth grade about 56% were at the Non-Spanish Speakers level (level 1 and 2) and only 44% were at the Limited Spanish Speakers level (level 3). The distribution of Spanish proficiency changed at grades 7 and 8. As we go up in grade level more students were at the Limited Spanish Speakers level and a considerable percentage are Fluent Spanish Speakers. Specifically, 60% or 20 of the seventh grade students were at the Limited Spanish Speakers, and 60% or 15 of the eighth grade students were at the Limited Speakers. Fluent Spanish Speakers were 18% (6 students) and 36% (9 students) of the seventh and eight grade students respectively.

What was the students' oral English proficiency at the end of the first year of instruction as measured by the LAS test?

At the end of the first year of instruction in the Adelante program, the students' English oral proficiency was measured by the LAS test. **Table 8** presents the students' LAS scale scores on the En-

Table 8: End of year mean English LAS scale scores by Grade.

Grade	Number of students	Mean Score	Standard Deviation
6	23	45.51	26.91
7	28	47.67	20.36
8	26	49.48	25.28
Total	77*	47.64	23.87

*Five 7th graders were not tested with the English LAS

glish oral proficiency test at the end of the fist year of instruction in the Adelante program disagregated by grade level.

As can be seen in Table 8 the mean scale score of all students at the end of the first year of instruction was about 48. According to the normative interpretation of LAS Scores and cutoff levels (see De Avila & Duncan, 1981), this suggest that on average students in the program were Non-English Speakers according to the LAS test. The mean scale scores of each grade level are between 45 and 49 which is in the Non-English Speaker range. However, in order to get a more detailed picture of the level of English proficiency of students in the program we need to look at the distribution of English proficiency levels within each grade level. **Table 9** presents the distribution of end of year English LAS levels (based on scale scores) by grade.

Table 9: Distribution of End of Year English LAS Levels by Grade

Grade	Level 1	Level 2	Level 3	Total
	Non-English Speaker		Limited English Speaker	
6	12	9	2	23
7	11	7	12	30
8	7	5	14	26
Total	30	21	28	*79

* Three 7th graders were not placed.

The distribution of students' English LAS levels suggest that about 40% of the students in the program were at LAS level 1, about 25% were at level 2, and 35% were at level 3. When we examine the within grade level distribution of LAS levels, we notice that in the sixth grade about 90% were at the Non-English Speakers level (level 1 and 2) and only about 10% were at the Limited English Speakers level (level 3). The distribution English proficiency was changed at grades 7 and 8. As we go up in grade level more students were at the Limited English Speakers level. Specifically, at the seventh grade 40% of the students are at the Limited English Speakers, and in the eighth grade 54% are at the Limited English Speakers.

What were the changes in the students' achievements in the content areas as measured by the SABE test during the first year of instruction in the Adelante program?

Students achievements in Math and Reading were measured by the SABE test. **Tables 10** and **11** details the changes in students' NCE scores by grade level on the SABE Reading and Math subtests during the first year of instruction.

The SABE test data depicted in Tables 10 and 11 suggest that overall the students in Adelante Program made significant progress both in reading and in math. Specifically, students in the program made on aver-

Table 10: Changes in NCE SABE Reading Subtest by Grade during 1993-94 School Year

Grade	Number of Students	Pre-Test*	Post-Test*	Mean Change	t-value	p-value
6	20	41.35	46.00	4.65	2.45	.02
7	33	37.93	43.06	5.12	3.52	.01
8	23	41.52	43.04	1.52	0.90	.38
Total	**76	39.91	43.85	3.91	4.08	.0001

* Pre-testing was conducted during September 1993 and Post-Testing was conducted during May 1994.
** Six students were not tested.

Table 11: Changes in NCE SABE Math Subtests by Grade during 1993-94 School Year

Grade	Number of Students	Pre-Test*	Post-Test*	Mean Change	t-value	p-value
6	20	**	56.95			
7	32	38.96	44.53	5.56	2.76	.01
8	24	37.12	39.33	2.21	0.63	.53
Total	***56	38.20	42.32	4.12	2.19	.03

* Pre-testing was conducted during September 1993 and Post-Testing was conducted during May 1994.
** Due to clerical error no pre-test in Math was conducted in the sixth grade.
*** Pre-Post test scores were available only for 56 students.

age 3.9 NCE points progress or moved from the 32nd percentile to 39th percentile in Spanish reading proficiency, and in math students made 4.1 NCE points progress, or moved from the 29th percentile to the 36th percentile.

When we analyze the disaggregation of SABE scores by grade level we notice several findings. In reading, students in grades 6 and 7 made significant progress of about 4.6 NCE points and 5.1 respectively. However, the progress of 1.5 NCE points in reading by the 8th graders was not statistically significant. In math, only the seventh graders showed significant progress of 5.56 NCE points, while the eighth graders' 2.2 NCE progress points were not statistically significant and progress data was not available for the sixth graders math.

An additional perspective on students' academic achievements in the program can be gained from **Table 12** that details the number of students from the program who were on the schools' Honor Roll.

Table 12: Number of Honor Roll Students from the Adelante Program

Six Weeks	All A's	All A's and 1B	All A's 2B's	Total
1st	7	8	9	**24**
2nd	5	6	4	**15**
3rd	10	10	3	**23**
4th	11	13	5	**29**
5th	11	9	8	**28**

As can be gleaned from Table 12, about one in every four students in the program was on the Burbank Middle School's Honor Roll. When considering the program students' demographics (recent immigrants with low level of oral proficiency in English and Spanish) this finding reflects very positively on students motivation and academic achievements.

What was the mean attendance of the Adelante students and what was the difference in attendance rates between the Adelante group and the comparison group for 1993-94 school year?

Table 13 depicts the mean attendance rates of the Adelante students and of the comparison group (see participants description in the Methods section). As can be seen in Table 13 the overall mean attendance of the Adelante students was at the 97% level which is also the target level for all students in the State of Texas. However, when we analyzed the within grade attendance levels, we can see that students in grade six were slightly below the state goal, while students in grade 7 and 8 were at or above the state goal.

These results are corroborated when the Adelante students' attendance rates are compared to the attendance rates of the comparison group. That is, both the seventh and eighth graders performed above their counterparts in the comparison group, while the sixth graders' mean attendance was below the rates of the students in the comparison group. However, we need to note that; the only statistically significant difference was between the 99% attendance of the 8th graders in the Adelante program and the 96% attendance of their counterparts in the comparison group.

What was the promotion rate of the Adelante students and what was the difference of promotion rates between the Adelante group and the comparison group for 1993-94 school year?

Table 14 depicts the promotion rates of the Adelante students and of the comparison group (see participants description in the Methods section). As can be seen in Table 14 the overall promotion rate of the Adelante students was 94%. When we analyzed the within grade attendance levels, it is evident that 100% of the Adelante students in grade six were

Table 13: Comparison of Students' Mean Attendance between the Adelante students and the Comparison group

Grade	Number of Students		Mean Attendance		Mean Difference	t-Value	p-value
	Adelante	Control	Adelante	Control			
6	23	27	95%	98%	-3%	-1.88	0.07
7	33	76	97%	96%	1%	0.90	0.37
8	26	56	99%	96%	3%	3.49	0.001
Total	**82**	**159**	**97%**	**96%**	**1%**	**1.14**	**0.25**

Table 14: Comparison of Students' Promotion Percentages Between the Adelante and the Comparison Groups

Grade	Number of Students		Percent Promoted		Mean Difference
	Adelante	Control	Adelante	Control	
6	23	25	100%	93%	7%
7	30	65	91%	86%	5%
8	24	51	92%	91%	1%
Total	77	141	94%	89%	5%

promoted, 91% of the seventh grades and 92% of the eighth graders were promoted. When compared to the comparison group, the Adelante group had on average a better promotion rate. In terms of promotion, the Adelante sixth graders outperformed their counterparts in the comparison group by seven percent, while the seventh and eight graders in Adelante program outperformed their counterparts by 5% and 1% respectively.

How were parents involved in the program and what were their perceptions of this involvement?

A major component of the Adelante program was the active involvement of parents in the education of their children. Parental involvement was accomplished in several ways. The primary mechanism for parent involvement were the meetings that were conducted throughout the school year. **Table 15** details the subjects and the number of parents that attended the parent involvement meetings.

Table 15: Parent Involvement Meetings

	Subject	Date	Number of Parents
1.	Schoolwide Open House: School and Adelante con Ganas procedures.	10/16/93	*
2.	"Avoiding or Dealing with Drug Problems", Mr. Max Tores	12/10/93	31
3.	"Community Services" in the project's neighborhood.	1/19/94	32
4.	Schoolwide Open House: report to parents on students' progress	3/24/94	23
5.	"Magnet Schools and Study Skill", library applications.	4/28/94	8
6.	Summer activities, ESL classes, students' drama performance.	5/26/94	35

* Data was not available
Source: Parents Sign-in Sheets

When considering the number of parents attending the meetings, we need to mention that several parents had more than one child in the program. In addition, the school principal, during her interview mentioned that the attendance in the Adelante con Ganas parents' meetings was significantly greater than all the other parent involvement meetings at that school. Therefore, we may conclude that the data in Table 15 indicates that the Adelante parents' meetings were well attended except for the fifth meeting.

The degree of parents' satisfaction from the meetings was inferred from answers 3A and 3B on the parent survey (see Appendix F). The answers indicated high degree of satisfaction from the meetings. Specifically, there was strong agreement with the statements "The parents' meetings were very helpful" and "I learned many important things in the parent meetings". When asked "What are the three most important things that you learned at the parents involvement meetings?" the parents indicated four main areas of learning that took place in the meetings:

- **Parents' responsibility for their child's education**
  "I learned to be responsible in my daughter's education. I learned that I should attend the meeting more often to find out the progress of my daughter."
  "To give more attention to my children, to talk with the teachers and to learn from my daughter."
- **How to help my child to learn**
  "I learned to help my child with his homework."
  "To be able to help the students understand their efforts. To help the children with their homework or problems that they have. To demand the children not to miss school, be punctual, and do their works."
- **Report on my child at school**
  "I get the status of my daughters performance in school."
  "I learned that my son is a good student."

"To find out how my child is doing in school; especially his grades."

- **Youth and adolescent risk areas**

"I also like the presentation on drugs, it is amazing how they affect the person who takes them and the people around them."

"To help so they will not get involved in gangs, and to say no to drugs, and to be more close to our children."

In order to improve parent involvement, parents were asked: "Please give us your suggestions on how we can improve the parent involvement meetings in the future?" The suggestions were in several areas:

- Improve mailings of invitations to parent meetings;
- Increase the number of parent meetings;
- Get the children involved in parent meetings;
- Schedule the meetings at more convenient hours for the parents.

Another source of data for analyzing the parent involvement component of the program was the teacher survey. Teachers indicated that in addition to parent involvement meetings, parents were invited and came to class to participate in instructional activities. Specifically, parents help in tutoring and preparing instructional materials for classes. Parents also escorted classes in field trips that were conducted throughout the year. Parents helped in the preparation for the Cinco de Mayo activities and for the 8th grade graduation celebrations.

When asked how parents' involvement can be improved, the teachers brought up several suggestions. Generally, there was an agreement among teachers that the program staff can increase its efforts to get parents' more involved in the program. Specific ideas that were mentioned:

- Offer technical education to parents;
- Improve the communication system with parents;
- Invite parents to help in 'hall monitoring';
- Initiate the program *"Mathematica Para La Familia"* for parents;
- Invite more parents to tutor program students;
- Start the parent involvement meetings earlier next year.

What were the students' and parents' perceptions of and reactions towards the program?

Three sources of data were analyzed in order to discern the perceptions and reactions of students to the Adelante program. The direct source was the Students' Survey (see Appendix B) and the two indirect sources were the Staff Survey and the Parents' Survey (See Appendix C and D). We will first address the results of the students' survey and then describe the data from the parents and staff surveys.

The students' survey included both open and multiple-choice questions. The multiple-choice questions included 12 Likert-type scaled questions (from 1-Strongly Disagree, to 5-Strongly Agree). These questions addressed several areas. First, students reported a high degree of satisfaction both with school and with their teachers (see Appendix E, Q1: Mean=4.69 and Q9: Mean=4.18). When asked about their interaction with their teachers, students felt that their teachers expect them to work hard (see Appendix E, Q11: Mean=4.65) and felt that their teachers help them do their best (see Appendix E, Q3: Mean=4.68).

The students also reported very high degree of agreement with the statement "I feel that I made a lot of progress in my studies since the beginning of the year" (see Appendix E, Q6: Mean=4.41). However, students felt that they still need more help from their teachers to improve their grades (see Appendix E, Q8: Mean=4.00). The relatively low degree of agreement with the statement "My teachers think that I am important" (see Appendix E, Q7: Mean=3.71) also suggest that students need more support from their teachers.

When asked about the language of instruction, students reported high degree of satisfaction with Spanish instruction (see Appendix E, Q5: Mean=4.41). In accordance with that, students were somewhat reluctant to move to all English instruction (see Appendix E, Q12: Mean=3.66). In relation to the social network of students, it was found, as expected, that most of the students' friends were from their class (see Appendix E, Q10: Mean=4.26).

Students were asked to comment on how to improve the program. The recommendations for improvements are reported in the discussion of the last research question that summarizes all participants recommendations. However, it is worth mentioning, that about 40 students made some comment on this part of the survey. As the quotations below suggest, the respondents expressed great satisfaction with the program:

"I like the program and will continue with it because is a very good program".

"I wish this program continues to help other students like me; even though I'm not going to be in the program next year I want the program to continue to help other student in need".

"That I'm very happy, because this is the only way that we are going to get ahead".

"The program has help us a lot and I wish that it will always continue".

"It does not need anything, is complete".

The parents survey served as an indirect gauge of satisfaction of parents and their children with the Adelante program. Answers to questions 3A, 3C, 3E, 3F, 3G and 3H (see Appendix F), indicate very high degree of satisfaction with the program. Specifically, parents believe that their children enjoy going to school, the teachers had high expectation from the students, the teachers helped the children advance in their studies and that the children learned a great deal in school.

Another indirect data source for students satisfaction with the program came from answers to the question on the Staff survey "How do students feel about this program?" and, "What do students say about the program?". As the following quote suggest the staff perceived the students to be very satisfied with the program:

"They feel very comfortable motivated, interested. They participate in all the projects. Also they know the program is the best way to success in the future. They really love the program".

"Students feel well served. Feel good to be part of an ongoing program".

"Students are very positive about the program".

The balance between English and Spanish instruction also came up in staff's answers (see also students answers). It is interesting to note that from the teachers point of view, the emphasis on Spanish was well received by the students:

"At first they thought they should have more English especially those in the intermediate level. Now, that they understand how they are progressing in English as well as in the academics, most of them are very motivated".

"Students do not know the feeling of frustration produced by lack of understanding the language in which instructions are given. Their self-esteem is high, and their input in class is excellent".

"The students are happy about the program because it is (in) Spanish. They don't have to sit in a room with not knowing what is expected of them, when it comes to speaking English. They say if only other schools where I come from had this program".

What are the perceived strengths of the Adelante con Ganas program?

The answer to this question is based on two main sources of data: staff surveys and interviews, and the school principal interview. These data elements suggest that the strengths of the Adelante program can be categorized under three general areas: the external support, the learning context and the social-emotional context.

- **The External Support**. The data indicated that there was strong external support for the Adelante program. The external support was based on several sources. The first major source of support was the Title VII grant money awarded to the district by the office of Bilingual Education and Minority Affairs in the U.S. Department of Education. The grant money was used to hire competent staff, buy appropriate instructional materials, and conduct staff training. The Houston Independent School District provided the program with computer software, laser disk players materials, lab materials and supplies and staff training. There was a feeling among staff members that the district administration and the school staff had a strong motivation to provide any help that was needed.
- **The Learning Context.** The data suggested that the learning context, that was designed by the project coordinator and implemented by the program teachers, the content resource specialists and aides, was a major contributor to the initial success of the program. The following quotes from the staff's answers exemplify the learning context:

  "good planning", "fine teachers", "the promotion of literacy in Spanish while strengthening English skills", "the best thing is to help the students to improve the English without stopping the process of teaching content areas", "Students keep abreast on core subjects in their native language while they are instructed in ESL & English classes".

- **The Social-Emotional Context**. The data indicated that the program staff led by the project coordinator were successful in creating a social emotional context that was conducive to effective learning. The following quotes from the staff's answers exem-

plify the learning context:

"The students don't feel as isolated and/or alienated from the school as a whole.

"There is a real sense of community within the group".

"I believe that the major strength is that all the teachers are willing to work and help each child. They can come to school and feel secure in the knowledge that if they have problems they can find someone to listen to them".

In her remarks during the interview the school principal summarized some of the strengths of the Adelante program that were detailed above:

"The students are better in their content areas. We have strong teachers that care about the kids and make them work with a strong coordinator"

This evaluator's observations were very consistent with findings that were detailed above. Specifically, in terms of external support it was observed that the Adelante classes had the instructional materials that were needed, including books, computer hardware and software, testing materials, and consumable materials. Teachers were very satisfied from the support that they got from the district administration, as well as from the school administration. As for the Learning Context, it was evident during the class observations that the students in all classes were engaged in the subjects that were taught and most of them worked diligently on their tasks. The class environments were very organized, clean and the classrooms' walls were decorated with grade-level appropriate instructional pictures, graphs and photographs. During the class visits, one could have a clear sense of community among students and staff members in the Adelante program.

What are the recommendations of program staff, students and parents, for improving the quality of the program implementation?

Although specific recommendations for changes in training and parent involvement were addressed by previous questions, the staff, students and parents had additional recommendations that will be described in this section. The answers to the questions "What are the major weaknesses of the program?" and "Please add any comments concerning this program that you would like to make?" on the staff survey and the principal interview, were used to generate the recommendations for program improvements. The staff recommendations were in the following areas:

- **Program publicity, students recruitment and transportation.** Several staff members mentioned that the program should be publicized earlier and recruitment would be conducted in more schools, so that students who are interested and fit the program goals could be transferred before the school year starts. Recruitment from distant areas is dependent on the availability of school transportation.
- **Mid year entries.** During 1993-94 school year many students enrolled after the year started, some even started as late as March 1994. Therefore, some staff members suggested that a tutoring policy should be implemented for those late comers, so that they could catch up with the rest of their classmates.
- **Instruction.** Two specific instructional improvements were mentioned by the staff. First, teachers suggested expansion of the use of computers that would demand acquisition of more hardware and software, specifically in Spanish. Second, teachers expressed the need to increase the number of field trips that would be devoted to educational subjects, e.g. NASA, hospital emergency rooms.
- **Student discipline.** A few teachers indicated that discipline could be improved, specifically by getting the parents more involved in their children's performance in school.
- **Integration of the program to the whole school.** Some concern was expressed by the staff in relation to the segregation of the program from the other parts of the school. Although the advantages of being a unique cluster within the school were clear to the staff, it was also understood that a balance must be kept between segregation and integration. One way to improve the integration of students to the whole student body is increase the cross clusters peer-tutoring opportunities.

Students suggested improvements in several areas:

- **Use more computers**: "We need more computers for mathematics"
- **Offer more Art classes**: "I would like an art class, acting, so the classes wouldn't be so boring and to get to know each other better. I love the program!"
- **Teach more English**: "I suggest they should teach half in English and half in Spanish or if

possible to teach more English than Spanish, because is the main reason that we are coming for."

- **Be more strict with students**: "The teachers need to be more strict with the students. They give us many opportunities, but they need to be more serious".
- **Improve student-parent communication**: "I think the program "Adelante...con Ganas" should have more communication between students and parents".

Since parents' recommendations focused on their involvement with the program, they were reviewed in the previous section that dealt with parent involvement. The only general recommendation that was mentioned by few parents was to increase the security inside the school.

Discussion

In August 1993, the Houston Independent School District received from the Office of Bilingual and Minority Education at the U.S. Department of Education a three-years grant for implementing a Title VII program. The grant was used to implement a transitional bilingual program at Burbank Middle School. The purpose of this evaluation report was to describe the first year of implementation of this program which was named *¡Adelante...con Ganas!*. The following discussion will summarize and integrate the major results of the evaluation and the inferences we can make based on these findings. The recommendation section will follow with summary of recommendations derived from the evaluation findings.

Resources: Staff Qualification and Training, Instructional Program and Materials

Several findings of this evaluation suggest that the staff that was recruited and trained to teach in the Adelante program, was qualified for its mission and made a difference in the academic life of the students in the program. Specifically, the progress that students made in the content areas (see next section), results of the staff survey, parents' survey, students survey, and the principal interview suggested that the program staff was well trained and had effectively implemented the Adelante instructional program.

Answers to the staff survey indicated that the training activities were very beneficial for attainment of the program goals. Before joining the Adelante staff, the teachers and the content resource specialists had never taught in a bilingual program for middle school students. Therefore, the training focused on helping the teachers to identify and implement strategies appropriate for preliterate LEP students. It also focused on how to implement a bilingual program at the secondary level. Since the teachers had not been familiar with bilingual strategies, the training was extremely important in learning how to incorporate English with a bilingual program.

Based on students' academic progress we may infer that the instructional program that was detailed in the introduction to this report was effectively implemented. Teachers and students were very positive about the instructional program and materials. Specifically, teachers gave high marks for all the instructional materials that were purchased specifically for the Adelante program. Students' and parents' very high satisfaction from school and the teachers, suggest that both the instructional program and the teachers who implemented the Adelante program raised the motivation of students to come to school and study.

Observed Student Progress

Several findings in this evaluation suggest that substantial academic progress has been made by most of the project students. Starting from students' performance on the SABE, through teachers' and principal's observations and students attendance and promotion records, we may conclude that students made significant progress.

Specifically, the significant progress students have made on the SABE reading and Math subtests suggest that students advanced considerably in these areas. For the first year of evaluation, standardized data on students progress in English Oral proficiency is not yet available. However, teachers' observations suggest that the project students have shown steady progress in English, while demonstrating cognitive and academic growth. In addition, those project students identified as "preliterate" or "low-schooled" have exhibited increased basic literacy skills as noted in their achievement scores.

The academic achievements of the Adelante students was also exemplified by the fact that about one in every four students in the program was on the Burbank middle school's Honor Roll. When considering the program students' demographics (recent immigrants with low level of oral proficiency in English and Spanish) this finding reflects very positively on students motivation and academic achievements.

Two correlates of students performance in school are attendance and promotion. On both measures the Adelante students performed very well, particularly when compared to the comparison group. The Adelante students achieved an overall attendance rate of 97% which is the State of Texas school attendance goal and which was also above the comparison group attendance rate of 96%. In terms of promotion the picture is even brighter. That is, the Adelante students average promotion rate was 94% which is considerably higher than the 89% promotion rate of the comparison group.

Both the promotion and the attendance rate of the Adelante students corroborated the teachers' perception that there was a significant change in the recent arrivals' general attitude toward school. The teachers reported that the students' transition into American schools appeared to be less traumatizing than evidenced in previous years. Furthermore, the students have shown a greater tendency to become involved in extracurricular activities at school.

Although students in the Adelante program made significant progress on many fronts, we need to be cognizant of the fact that in terms of "absolute" standards there is, as we may expect, considerable need for improvement. Specifically, the students' SABE results suggest that overall they are still performing below grade level. The LAS results also suggest that both Spanish and English oral proficiency need significant improvements.

Parental Involvement

The parental involvement activities were an integral component of the Adelante program. The subjects of the parental involvement meeting focused on four main subjects: parents' responsibility for their child's education, report on students performance at school, how to help students to learn at home, and youth and adolescent risk areas.

The findings of this evaluation documented the level of participation and satisfaction rates of parents with theses activities. As detailed in the results section, about one third of the parents attended one or more of the parent activities that were spread throughout the school year. Most of the parents who participated in the parent involvement meetings were highly satisfied from the content and from of the meetings. Both the staff and parents recognized the importance of parent involvement in the program and its contribution to students academic achievement and growth.

Although all involved including the school principal praised the Adelante program's parental involvement, it was clear that there is room for considerable improvement. Specifically, both parents and staff indicated they need to increase the participation of other parents in the activities offered by the program.

Contributors to Effective Program Implementation

The findings of this evaluation suggest that the contributors to an effective program implementation of the Adelante program concentrated in three interdependent areas: the external support, the learning context and the social-emotional context. The strong external support for the Adelante program was based on two main monetary sources: the U.S. Department of Education's Title VII grant and the in-kind contribution of the Houston Independent School District. The combined budget of about $365,000 enabled the recruiting of well-qualified teachers, offering adequate training, acquiring of appropriate instructional materials, conducting parental involvement meeting and field trips. In addition to the financial support, there was a feeling among staff members that the district administration and the school staff had a strong motivation to provide any help that was needed.

The abundance in external support for the Adelante program contributed the creation of a very effective learning context. Specifically, the well designed bilingual-transitional program could not have been implemented without the additional bilingual teachers, the content resource specialists, and the aides that were recruited specifically for the Adelante program. In addition, the Spanish written materials in the content areas were also an important component of the effective learning context. The findings of this evaluation imply that the learning context was a major contributor to the initial success of the program as described in an earlier section.

The students' progress in the Adelante program is also attributed to the strong and warm social-emotional context that was created by the program staff and that was supported by the school and district staff. The students and staff felt that they were all part of one community. This feeling of community was especially important for recent immigrants who comprised the majority of students in the program. In other school environments recent immigrants who are non-English Speakers found it very hard to be integrated into the English speaking population. Thus, the Adelante

program enabled a smoother transition into the American school culture. To conclude, in order that a program like the Adelante project be successful, the three areas mentioned above: external support, learning context and social emotional context, need to be cared for, integrated, and implement as a whole.

Obstacles to Effective Program Implementation

Considering that this was the first year of implementation, the findings of this evaluation do not point to any major obstacle that prevented or interfered with the effective implementation of the Adelante program. However, there are several areas that will need continued attention and adjustment. Although some of the problems were already addressed by program staff in preparing for the second year of implementation, we will mention them below. A summary of recommendations will follow in the next section.

One obstacle that existed in 1993-94, and has been already addressed by the Adelante staff, is the late approval the program budget. The late approval of 1993-94 budget delayed the purchase of instructional materials and postponed the teacher training. Another example of a problem that will need readjustment in the program was the inclination to become a very cohesive cluster within the school. This trend might have prevented, at times, more integration of the Adelante students into the whole school social network. As mentioned earlier, we are talking here about a fine line between creating a warm and strong cohesive cluster within a school, and integration of this cluster into the whole school. It is quite natural that in the first year of implementation, the balance will be towards the cohesiveness of the cluster and segregation from the school social network. However, in the second year and especially in the third year of implementation, there will need to be some readjustment toward integrating the cluster into the school while maintaining its uniqueness and the support it offers to the Adelante students.

One important question that could not be answered by this year's report was the level of progress students have made in English oral proficiency. Since the Adelante students were tested with the English LAS when they entered the district which occurred at different points in time, those test results could not be used for evaluation of progress that can be attributed to the program. However, based on the end of year results we know that the English oral proficiency of the Adelante students was quite low. Although this situation was expected, it will demand close attention and instructional effort from the program staff in order that the students will decrease significantly the English proficiency gap in the next two years of implementation.

Recommendations

1. Results of the LAS test suggest that the English oral proficiency of most students in the program is at the Non-English Speakers level. Therefore, the ESL instructional effort should be continued and intensified.

2. The budget for 1993-94 school year was approved in late August, 1993. The budget for the next two years of implementation should be approved as early as possible so that the summer institute for the Adelante teachers can be offered during the Summer and enable the purchase of instructional material before the school year starts.

3. Only one in every three parents attended at least one parent involvement meeting. The program staff should implement their own ideas and the ideas suggested by parents that will lead to increased parent involvement in the program. Some of theses suggestions include: offer technical education to parents, improve the communication system with parents, invite parents to help in 'hall monitoring', initiate the program *"Mathematica Para La Familia"*, invite more parents to tutor program students, start the parent involvement meetings earlier next year, and, schedule the meetings at more convenient time for parents.

4. Many important ideas and recommendations were compiled from the parents, students and the staff surveys. These suggestions for improvement were detailed in the results section of this evaluation. The program staff should review these suggestions and implement those that have the potential to increase the effectiveness of the *¡Adelante...con Ganas!* program.

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Appendixes

Appendix A: The ¡Adelante con...Ganas! Major Textbooks

6th grade

Language Arts: *Lenguaje -Ediciones SM* - DDL Books
Spanish Reading: *Portales* - Houghton Mifflen Company
ESL: *Bridge to Communication- Middle School Kit* - Santillana Publishing
Math: *Las Matematicas de Addison-Wesley* - Addison-Wesley
Science: *Descubre las Maravillas* -Scott-Foresman Publishing
Social Studies: *Ecos del Pasado* -Houghton Mifflen Company

7th grade

Language Arts: *Español/ Texto y Actividades- Primer Grado*- Editorial Trillas
Spanish Reading: *Stories that Must Not Die* - Pan American Publishing Co. Inc.; *Teseros de mi Raza*. Bilingaul Education Services
ESL: *Bridge to Communication- Middle School Kit* - Santillana Publishing
Math: *Matemáticas y Realidad -1- Ediciones Pedagogicas* - Los Andes Books
Science: *Ciencias de la Naturaleza 7* - Lectorum Publications
Social Studies: *Tejas, los Estados Unidos y el Mundo* - Harcourt, Brace, Jovanovich Publishing

8th grade

Language Arts: *Español/Lenguaje y Actividades- Segundo Grado*- Trillas Inc.
Spanish Reading: *Cielo, Tierra & Mar*-Ediciones Pedagogigas
ESL: *Bridge to Communication- Middle School Kit* - Santillana Publishing
Math: *Matemáticas y Realidad -2- Ediciones Pedagogicas* - Los Andes Books
Science: *Mundo y Ciencia* -DDL Books
Social Studies: *Los Estados Unidos: Su Historia y Su Gobierno* -JarrettPublishing Company

Appendix B: ¡Adelante...con Ganas!-Student Survey

INSTRUCTIONS: *The goal of this survey is to help us understand how you feel about the ¡ADELANTE...CON GANAS! program. We would appreciate you taking a few minutes to answer the questions in this survey. Your answers are very important to us. Please do not write your name on this survey so that your answers will be kept anonymous. When you have completed this survey, please use the enclosed envelope to return it to your teacher who will send it to the HISD Research and Evaluation Department.*

Thank you very much for your cooperation!

Please use the scale below to tell us how you feel about the following statements.

1-Strongly Disagree **2**-Disagree **3**-Somewhat Agree **4**-Agree **5**-Strongly Agree

Circle ONE number for each sentence.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. I like to come to school every day.	1	2	3	4	5
2. I do not understand some of the words my teachers are using.	1	2	3	4	5
3. My teachers help me do my best.	1	2	3	4	5
4. I feel very good about myself.	1	2	3	4	5
5. I enjoy learning in Spanish.	1	2	3	4	5
6. I feel that I made a lot of progress in my studies since the beginning of the year.	1	2	3	4	5
7. My teachers think that I am important.	1	2	3	4	5
8. I need more help to improve my grades.	1	2	3	4	5
9. I like my teachers.	1	2	3	4	5
10. Most of my friends are from this class.	1	2	3	4	5
11. My teachers expect me to work hard.	1	2	3	4	5
12. I would like all my instruction in English.	1	2	3	4	5

13. In what grade are you? (4 Check one)
o 6th grade o 7th grade o 8th grade

(Continued)

Appendix B: ¡Adelante...con Ganas!-Student Survey–Continued

14. What is your age? (4 Check one)

9 o	10 o	11 o	12 o	13 o	14 o
15 o	16 o	17 o	18 o	19 o	20 o

15. What is your gender (4 Check one)? o Female o Male

16. To which ethnic group do you belong? (4 Check one)

Asian	African American	Hispanic	Native American	White
o	o	o	o	o

17. In which subject area(s) do you have trouble understanding the language of material? (4 Check all that apply)

Computers	Fine Arts	English	Language Arts	Math	Physical Education	Science	Social Studies
o	o	o	o	o	o	o	o

o Other (Please Specify)_____

18. If you have any other comments on how to improve the ¡ADELANTE..CON GANAS! program, please write them in the space below.

_____

_____

Thank you very much ¶ for participating in this survey.

Appendix C: ¡Adelante...con Ganas! Staff Survey

INSTRUCTIONS: *The goal of this survey is to understand how teachers feel about the implementation of the Bilingual program at Burbank Middle School. We would appreciate you devoting some of your time to answer the questions in this survey. Your answers are very important to us. Please write your name in the space below so that we can continue the assessment by interviewing you to clarify and elaborate some of your answers. Your responses will be held in strict confidence. When you complete this survey, please use the enclosed envelope to return it to the HISD Research and Evaluation Department.*

Thank you very much for your cooperation!

Your Name _____

1. What are the objectives of the bilingual program at Burbank middle school?

_____

_____

2. How do you personally achieve the program objectives in your class?

_____

_____

3. What training or inservice devoted to this program did you attend?

_____

_____

4. In what way did the training helped you achieve the program's goals?

_____

_____

5. How can the training for this program be improved?

_____

_____

6. What program-related support services or materials did you receive from the district administration? How helpful was it? How can such support be improved?

_____

_____

7. What program-related support services or materials did you receive from the project coordinator? How helpful was it? How can such support be improved?

_____

_____

8. How do students feel about this program? What do students say about the program?

_____

_____

9. How did you get your students' parents involved in the program? How can parent involvement be improved?

_____

_____

(Continued)

Appendix C: ¡Adelante...con Ganas! Staff Survey–Continued

10. What are the major strengths of the Adelante Con Ganas program?

11. What are the major weaknesses of the program?

12. In your opinion, what are the effects of the program on the students?
e.g., Academic Performance, Self-Esteem, Attendance, Promotion, English Language Proficiency, and other.

13. Please add any comments concerning this program that you would like to make?

Thank you very much for participating in this survey.

Appendix D: ¡Adelante...con Ganas! Parents Survey

INSTRUCTIONS: *The goal of this survey is to understand how you feel about your involvement in the Bilingual program in which your daughter/son enrolled at Burbank Middle School. We would appreciate you devoting some of your precious time to answer the questions in this survey. Your answers are very important to us. Please do not write your name on this survey so that your answers will be confidential.* ***When you have completed this survey, please use the enclosed envelope and have your child return it to her/his teacher.***

Thank you very much for your cooperation!

1. **How many times were you invited to participate in a parent involvement meetings at Burbank middle school during 1993-94 school year?**

   o 1 o 3 o 5 o 7
   o 2 o 4 o 6

2. **How many times did you actually participate in a parent involvement meetings at Burbank middle school during 1993-94 school year?**

   o 1 o 3 o 5 o 7
   o 2 o 4 o 6

3. **Please use the scale below to tell us how you feel about the following statements.**

   1-Strongly Disagree 2-Disagree 3-Somewhat Agree 4-Agree 5-Strongly Agree

Circle ONE number for each sentence.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
A. The parents' meetings were very helpful.	1	2	3	4	5
B. I learnt many important things in the parents meetings.	1	2	3	4	5
C. My child is learning a great deal in school.	1	2	3	4	5
D. I would like to have more parent meetings.	1	2	3	4	5
E. My child is advancing a lot in school.	1	2	3	4	5
F. The teachers help my child advance in her/his studies.	1	2	3	4	5
G. The teachers expect my child to work hard in school.	1	2	3	4	5
H. My child is very happy to go to school.	1	2	3	4	5

4. **What are the three most important things that you leared at the parents involvement meetings?**

5. **Please give us your suggestions on how can we improve the parent involvement meetings in the future?**

6. **Any other comments concerning this program that you would like to add?**

Please put this questionnaire in the enclosed envelope and have your child return it to her/his teacher.

Thank you very much for participating in this survey.

Appendix E: Student Survey Results

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5	Average	Mode
1. I like to come to school every day. (n=98)	1%	2%	3%	14%	80%	4.69	*Strongly Agree*
2. I do not understand some of the words my teachers are using. (n=96	20%	12%	24%	34%	10%	3.01	*Agree*
3. My teachers help me do my best. (n=96)	0%	0%	5%	22%	73%	4.68	*Strongly Agree*
4 I feel very good about myself. (n=97)	2%	0%	8%	22%	68%	4.54	*Strongly Agree*
5. I enjoy learning in Spanish. (n=96)	5%	5%	18%	15%	57%	4.14	*Strongly Agree*
6. I feel that I made a lot of progress in my studies since the beginning of the year.(n=98)	3%	1%	9%	26%	61%	4.41	*Strongly Agree*
7. My teachers think that I am important. (n=96)	2%	13%	26%	31%	28%	3.71	*Agree*
8. I need more help to improve my grades. (93)	6%	9%	11%	27%	47%	4.00	*Strongly Agree*
9. I like my teachers. (n=95)	3%	4%	14%	29%	49%	4.18	*Strongly Agree*
10. Most of my friends are from this class. (n=97)	4%	5%	12%	18%	61%	4.26	*Strongly Agree*
11. My teachers expect me to work hard. (n=96)	0%	3%	5%	16%	76%	4.65	*Strongly Agree*
12. I would like all my instruction in English. (n=97)	7%	6%	32%	23%	32%	3.66	*

*Bi-modal: *Strongly Agree* and *Somewhat Agree*

13. In what grade are you?
6th grade 25 7th grade 40 8th grade 32

14. What is your age?

Age	11 year	12	13	14	15	16	17
Number	6	13	26	26	14	11	1

15. What is your gender ? Female 52 Male 46

17. In which subject area(s) do you have trouble understanding the language of material?

Computers	Fine Arts	English	Language Arts	Math	Physical Education	Science	Social Studies	other
7%	1%	29%	8%	43%	2%	22%	19%	4%

Appendix F: Parents Survey Results

1. **How many times were you invited to participate in a parent involvement meetings at Burbank middle school during 1993-94 school year?**

Number of Times	1	2	3	4	5	6	7
Percent of Parents	9%	9%	15%	12%	18%	18%	18%
			N=33	Mean=4.48			

2. **How many times did you actually participate in a parent involvement meetings at Burbank middle school during 1993-94 school year?**

Number of Times	1	2	3	4	5	6	7
Percent of Parents	26%	29%	16%	16%	10%	3%	0%
			N=31	Mean=2..65			

3. **Please use the scale below to tell us how you feel about the following statements.**

1-Strongly Disagree 2-Disagree 3-Somewhat Agree 4-Agree 5-Strongly Agree

	Strongly Disagree 1	Disagree 2	Somewhat Agree 3	Agree 4	Strongly Agree 5	Mean	Mode
A. The parents' meetings were very helpful.	–	–	15%	38%	47%	4.31	*Strongly Agree*
B. I learned many important things in the parents meetings.	3%	3%	25%	35%	31%	3.91	*Agree*
C. My child is learning a great deal in school.	–	6%	13%	28%	53%	4.28	*Strongly Agree*
D. I would like to have more parent meetings.	3%	–	22%	47%	28%	3.97	*Agree*
E. My child is advancing a lot in school.	3%	–	16%	22%	59%	4.34	*Strongly Agree*
F. The teachers help my child advance in her/his studies.	6%	–	6%	42%	45%	4.27	*Strongly Agree*
G. The teachers expect my child to work hard in school.	3%	6%	3%	38%	50%	4.25	*Strongly Agree*
H. My child is very happy to go to school.	3%	–	12%	36%	49%	4.27	*Strongly Agree*

N=32